

Romeo and Juliet Character Analysis Essay

Miss Detrick Foundations

Overview: Skilled athletes work very hard to perform at a high level. They train individually, practice with their teams, compete, assess their performances, and consult with their peers and coaches. To do their best, athletes must repeat this process again and again.

Skilled writers also follow a process. For specific projects, they gather and organize their thoughts (prewriting), connect their ideas on paper (writing), make changes as needed (revising and editing), and assess and share their finished copy (publishing). To do their best work, writers must address these steps for each piece they develop.

“What is written without effort is in general read without pleasure ”
- Dr Samuel Johnson

Your Mission: You will use the writing process in order to write a five-paragraph essay analyzing a character from Shakespeare’s *Romeo and Juliet*. This assignment will help you build some valuable writing habits.

The Steps in the Writing Process

Step One Prewriting

The first step in the writing process involves selecting a specific topic, gathering details about it, and organizing those details into a writing plan.

Step Two Writing

During this step, the writer completes the first draft using the prewriting plan as a guide. This draft is a writer’s first chance to get everything on paper.

Step Three Revising

During revising, the writer first reviews the draft for five key traits; ideas, organization, voice, word choice, and sentence fluency. After deciding what changes to make, the writer deletes, moves, adds to, and rewrites parts of the text.

Step Four Editing

Then the writer edits the revised draft for the conventions of punctuation, capitalization, spelling, and grammar. A writer should also proofread the final copy before sharing it.

Step Five Publishing

This is the final step in the writing process. Publishing is the writer’s opportunity to share his or her work with others.

Step One Prewriting

1. Select a topic that meets the requirements of the assignment and also appeals to you.
2. Gather and organize details.

Selecting a Topic

Select a character from the below list to analyze for your paper. This character should be one that is of personal interest to you.

Romeo
Mercutio

Juliet
Friar Laurence

Lord Capulet
Tybalt

Nurse
Benvolio

Selecting Character Traits to Analyze

This composition requires you to state an opinion about one of the characters in the play, much as you would state an opinion about someone you know. You must come up with a thesis statement which identifies the focus of the writing.

Example:

My Character: Lady Capulet

First create a question you wish to have answered about your character. This question should be something that is important to you.

My Question: What character traits create the troubled relationship that Lady Capulet has with her daughter, Juliet?

Now gather information to support your answer to your newly formed question. Find three supporting facts.

My Supporting Facts:

1. Adjective: negligent; Supporting Fact: The nurse is the one who cares for Juliet, not her mother.
2. Adjective: merciless; Supporting Fact: Lady Capulet plans revenge on Romeo when Juliet is upset about the fight between Tybalt and Romeo.
3. Adjective: hardhearted; Supporting Fact: Lady Capulet ignores Juliet's plea for mercy when her father demands she marry Count Paris.

Now answer your question in order to create your thesis statement.

My Thesis Statement: Lady Capulet's troubled relationship with Juliet is due to her negligent care of her daughter, her merciless spirit toward Romeo, and her hardhearted attitude toward her daughter's pleas for mercy.

Gather and Organize the Details

Now, gather details to support your claim. Use your text as your source! The best way to analyze a character is to think about their appearance, actions, speech, thoughts, feelings, choices, background, past actions, and what other people say or think about the character. You need direct quotations from the text of *Romeo and Juliet* in order to support your thesis statement. When finding your details, organize them into a pattern that makes sense for your paper. For a story such as *Romeo and Juliet*, putting the details in chronological order makes perfect sense. So, start at the beginning of the play and find the most significant details from throughout the play to support your thesis statement.

My Details:

1. Act I, Scene 3

- **Summary:** Lady Capulet comes to tell her daughter the news of her marriage proposal from Count Paris. When she begins to tell Juliet, she cannot even remember her own daughter's age. She must turn to the nurse to find out how old her daughter is.

- **Quote:** Page 52

LADY CAPULET

This is the matter.—Nurse, give leave a while,
We must talk in secret.—Nurse, come back again;
I have rememb'ed me, thou's hear our counsel.
Thou know'st my daughter's of a pretty age.

2. Act III, Scene 5

- **Summary:** Lady Capulet is making a rare visit to Juliet's chamber to discuss her impending nuptials to Count Paris. Before she reveals the news of the marriage, she finds Juliet weeping over what she thinks is Tybalt's death. What Lady Capulet cannot discern is that Juliet is indeed weeping over her husband, Romeo's, banishment from Verona. In order to try to comfort her, Lady Capulet tells Juliet that she will find a way to poison, and therefore kill, Romeo.

- **Quote:** Page 208

LADY CAPULET

We will have vengeance for it, feat thou not;
Then weep no more. I'll send to one in Mantua,
Where that same banish'd runagate doth live,
Shall give him such an unaccustom'd dram
That he shall soon keep Tybalt company;
And then, I hope, thou wilt be satisfied.

3. Act III, Scene 5

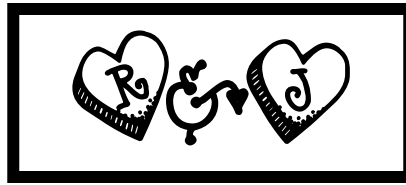
- **Summary:** When Lord Capulet demands that Juliet marry Count Paris, Juliet asks for pity and for her parents to think about her feelings in the matter. When Lord Capulet responds, he tells her he will disown her if she does not do what he orders. Juliet then makes a final plea to her mother for a delay in the marriage and even threatens to kill herself if they don't listen. Lady Capulet responds coldly to Juliet and takes the side of her husband- thus disowning her daughter over the topic of marriage.

- **Quote:** Page 218

LADY CAPULET

Talk not to me, for I'll not speak a word.
Do as thou wilt, for I have done with thee.

Your Turn: Now it's your turn to begin organizing your paper. Follow the example I've given you and the graphic organizers that follow. If you need help, just ask!



Romeo and Juliet Character Analysis Essay Planning Worksheet
Miss Detrick Foundations

My Character: _____

Selecting Character Traits to Analyze

First create a question you wish to have answered about your character. This question should be something that is important to you and should help you reveal something about the character you've chosen.

My Question:

What character traits cause _____ (enter character name) to _____?

Now gather information to support your answer to your newly formed question. Find three adjectives that describe your character and help answer the question above. Find supporting facts to

My Supporting Facts:

1. Adjective _____ - Supporting Fact:
2. Adjective _____ - Supporting Fact:
3. Adjective _____ - Supporting Fact:

Now answer your question in order to create your thesis statement

My Thesis Statement:

Gather and Organize the Details

My Details:

1. Act _____, Scene _____

- Summary:

- Quote: Page # _____

Character: _____

2. Act _____, Scene _____

- Summary:

- Quote: Page # _____

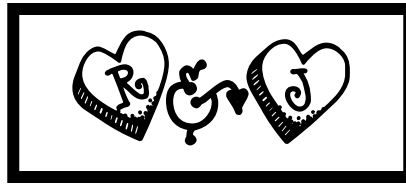
Character: _____

3. Act _____, Scene _____

- Summary:

- Quote: Page # _____

Character: _____



Romeo and Juliet Character Analysis Essay Miss Detrick Foundations

Step Two Writing

1. Develop the first draft by concentrating on getting your ideas down on paper. Don't try to produce a perfect piece of writing the first time around!
2. Use the details you collected and your prewriting plan as a guide, but feel free to add new ideas and details as you go along.

Your First Mission: Today we will review the proper way to set up a paper. It can seem, at times, to be inconsequential and boring, BUT these are important tools that will carry with you in all of your academic classes. Because we are taking time to go over these little nuances, it will be REQUIRED that your paper follows this same format. From the headings and margins, to the font size and style, everything is important in formatting a paper correctly. It is essential that you follow along with me step-by-step, so please do not move ahead. As many of you noticed when doing this before, if you do these steps out of order, the paper formatting can be entirely wrong.

Steps: Follow along with me

1. Open Microsoft Word
2. Go to file ---> Page Setup
3. Set the TOP, BOTTOM, LEFT, and RIGHT margins all to 1" (Microsoft Word defaults at 1.25 inches, so you must change the settings every time)
4. Go to Format ---> Paragraph
5. Set the LINE SPACING to double
6. Type in your header:
Your Name
Teacher's Name (Miss Detrick)
Course Title (Foundations of Literature and Composition)
Paper Due Date (Apr. 13, 2010)
7. Type the title of your paper under the heading ---> For now, write "TITLE TO BE ADDED LATER." The title of a paper can really add oomph to it... so you don't want it to be boring! This is something to think about! But please don't forget to change this at the end of writing your paper!
8. Highlight the title and center it by hitting the center button in the top toolbar.
9. Go to view ---> Header and Footer
10. Type your last name and hit space bar and then the "insert page number" icon- paper with # on it. This will then automatically number the rest of your pages.
11. Highlight your name and the page number and align it to the right hand side of the page by pushing the button that is next to the center button in the top toolbar.
12. Hit close on the Header and Footer screen.
13. Click on the end of the title of your paper again and then hit enter.
14. Align your writing to the left again by hitting the left align button to the left of the center button in the top toolbar.
15. Hit TAB to indent new paragraphs. Never use the space bar to create your indentations.
16. Type your introductory paragraph. (See below for more specifics).
17. Assure that the font is Times New Roman, Size 12
18. **Save** your work on the student drive in your file and *save your work again* on a USB drive. Saving on a USB drive allows you to work on your paper at home! If you do not have a USB drive, please e-mail the file to yourself by composing a message (addressed to yourself) and attaching the word file.
19. **Print your work to the OCE-101 and turn it in by the end of the period!**

Writing an Introductory Paragraph

- Remember the introductory paragraph serves three purposes and should follow ANT:
 - **A- Attention Getter:** First sentence or two should gain the attention of the reader
 - Try the following ways to gain attention
 - Open with a series of questions about the topic- be careful with this because you cannot use 2nd person!
 - Provide an interesting story or anecdote about the subject
 - Present a startling or unusual generalization
 - Relevant quote from the story or a well-known
 - Fact or statistic
 - **N- Necessary Information:** Include the following information
 - Author's full name
 - Title of the story
 - Brief plot summary (Because you are writing on a book you should briefly summarize the story in the introductory paragraph. Stick to the main ideas and not small plot points.)
 - **T- Thesis:** The last sentence of your introduction should be your thesis statement (or topic sentence for the entire paper)

***Also, because you are writing on a book you should briefly summarize the story in the introductory paragraph. Stick to the main ideas and not small plot points.**

Class Example:

What does it mean to be a good mother? Does a mother need to know her child's age? Does a mother need to take care of her child? Should a child be disowned for not choosing to marry the man her mother chooses? In William Shakespeare's *Romeo and Juliet*, a mother and daughter don't see eye to eye about marriage and life. *Romeo and Juliet* is about two teens who fall in love as quickly as they meet. When they attempt to start a life together, trouble leads to their downfall and death. The plight of these two lovers is brought on by negligent parents and a mother who doesn't support her daughter's love. Lady Capulet's troubled relationship with Juliet is due to her negligent care of her daughter, her merciless spirit toward Romeo, and her hardhearted attitude toward her daughter's pleas for mercy.

Your Introduction:

A (Attention Getter)-

N (Necessary Information)-

T (Thesis Statement)-

Writing Body Paragraphs

Your **body paragraphs** should provide a topic sentence. The rest of the paragraph should provide context for a quote or a paraphrase example. Then you should provide that example. After you provide that example, you should explain how it supports your thesis statement. **DO NOT** merely tell your reader what the quote means; this can lead to summary. You need to **analyze**.

Follow **TIQA**:

Topic sentence

Introduce quote: put the quote into context.

Quote: provide your quote

Analyze: explain to the reader the **importance of the quote** and **how it supports your topic sentence**.

Transition sentence: transition from the first example to your second example.

Introduce quote: introduce your second piece of evidence.

Quote: provide your second quote.

Analyze: analyze your second quote, and if possible, tie the two pieces of evidence together to make a larger argument.

Transition sentence: transition from the second example to your third example.

Introduce quote: introduce your third piece of evidence.

Quote: provide your third quote.

Analyze: analyze your third quote, and if possible, tie it to your other pieces of evidence to make a larger argument.

Incorporating Quotes into the Body Paragraphs

All quotations must be **TIED** to the paper. Do not simply sprinkle quotes in like confetti. They must make sense in the flow of your paper. Smooth transitions are the sign of a well-versed writer.

T- TRANSITION- Work the quotation comfortably into your sentence structure. Do not simply have your quotation stand alone.

Bad example:

Mitch Albom wrote *Tuesdays with Morrie*. "When you learn how to die, you learn how to live." (Albom 83). This is a major theme in the novel.

How do you do this well? See introduce and embed!

I- INTRODUCE- It is necessary to introduce a quotation before adding it to your paper. This way the reader is able to understand its importance in relation to your paper.

Good examples:

A major theme in Mitch Albom's *Tuesdays with Morrie* is that "when you learn how to die, you learn how to live" (83).

OR

According to Morrie Schwartz, "when you learn how to die, you learn how to live" (Albom 83).

OR

As Mitch Albom points out, "when you learn how to die, you learn how to live" (Albom 83).

OR

Morrie argues that, "when you learn how to die, you learn how to live" (Albom 83).

Try the following: Mitch Albom (or a character) demonstrates, maintains, suggests, emphasizes, reports, holds, declares, observes, asserts... and so on.

E- EMBED- Embedding a quote means it makes it way into the middle of a sentence you are writing. You introduce the quote and make a statement about it in the same sentence.

Good example:

When Morrie says, "when you learn how to die, you learn how to live," a major theme in the novel is revealed (Albom 83).

Indicating Changes in Quotations: Adapted from http://www.wisc.edu/writing/Handbook/QPA_quoting.html

Quoting Only a Portion of the Whole

Use **ellipsis points** (. . .) to indicate an omission within a quotation--but not at the beginning or end unless it's not obvious that you're quoting only a portion of the whole.

Adding Clarification, Comment, or Correction

Within quotations, use **square brackets** [] (not parentheses) to add your own clarification, comment, or correction.

My Body Paragraphs

Body Paragraph One:

Topic Sentence:

Introduce Quote:

Quote:

Analysis:

Body Paragraph Two:

Transition Sentence:

Introduce Quote:

Quote:

Analysis:

Body Paragraph Three:

Transition Sentence:

Introduce Quote:

Quote:

Analysis:

Body Paragraph Example

Topic Sentence: Lady Capulet's negligent care of her daughter is shown when the nurse is the one caring for Juliet.

Introduce Quote: When Lady Capulet comes to tell her daughter news of her marriage proposal from Count Paris, she cannot even remember her own daughter's age.

Quote: She must turn to the nurse and say, "Nurse, give leave a while,/ We must talk in secret.- Nurse, come back again;/ I have rememb' red me, thou's hear our counsel./ Thou know'st my daughter's of a pretty age" (Shakespeare 52).

Analysis: Most mothers are close enough to their children to know the date of their birth. Lady Capulet, however, shows how she is not involved in raising her daughter by not knowing Juliet's birthday. Neglect is also shown by Juliet's surprise at her mother's visit to her bed chamber. Juliet isn't even accustomed to have her mother speak to her! Also in this scene the nurse reveals how she breastfed Juliet and takes care of her daily needs. This again shows that the nurse is more of a mother to Juliet than her own mother, Lady Capulet.

Conclusion

- **Reword** your thesis. (You may want to start the rewording of your thesis with a **signal word** (ex. *thus, therefore, in short, as one can see, it is obvious then, and then.*)
- Tie all your points together. Then in 1 – 3 sentences, tell your reader the **significance** or **importance** of the ideas you have been analyzing. You might want to tell your reader what they should learn from the ideas you analyzed in the body paragraphs. (Warning: do not use *you*.)
- **Clincher:** try to end your paper with a short sentence that reinforces your argument. This last sentence should do one of two things. It should either include some words from your attention-getter or it should include most words from your title. This gives a sense of closure to your paper

Step Three Revising

1. Read your first draft slowly and critically. Revising is not the same as editing for conventions. Remember that when revising you should look at the *ideas* presented.
2. Use the below guiding questions as a guide for improving your writing.
3. Ask at least one other person to review your writing and give you suggestions.
4. Make as many changes as necessary to improve your writing.

Check to see if you've included the following

Introduction-

- _____ Does the paper have an interesting title? (Ex. Do not use "Romeo and Juliet Character Analysis" or "Romeo")
- _____ Has the author included an attention getter?
- _____ Is the necessary information included? (Title of play, author, and short plot summary)
- _____ Is the thesis statement clear?

Body Paragraph One-

- _____ Is the topic sentence clear?
- _____ Is the quote put into context? Remember not too much summary here!
- _____ Has the author TIED the quote into the writing nicely? *Not confetti...
- _____ Is the quote explained clearly in 3-5 sentence analysis?

Body Paragraph Two-

- _____ Has the author transitioned from idea one to idea two? Is the topic of body paragraph two clear?
- _____ Is the quote put into context? Remember not too much summary here!
- _____ Has the author TIED the quote into the writing nicely? *Not confetti...
- _____ Is the quote explained clearly in 3-5 sentence analysis?

Body Paragraph Three-

- _____ Has the author transitioned from idea two to idea three? Is the topic of body paragraph three clear?
- _____ Is the quote put into context? Remember not too much summary here!
- _____ Has the author TIED the quote into the writing nicely? *Not confetti...
- _____ Is the quote explained clearly in 3-5 sentence analysis?

Conclusion-

- _____ Has the author summarized the main points? Reworded the thesis?
- _____ Is the significance and importance of what the author has to say clear?
- _____ Has the author used a clincher? Does the author tie back to the introduction or title of the paper?

Step Four Editing

1. Check for errors in punctuation, capitalization, spelling and grammar. *Read your paper out loud!
This will help you to catch errors!
2. Have at least one other person check your writing for errors.
3. Prepare a neat final copy.
4. Proofread the final copy before publishing it.

EDITING:

FOR PUNCTUATION

- _____ Does each sentence have correct end punctuation?
- _____ Has the author used quotation marks and correctly cited direct quotations?
- _____ Has the author correctly punctuated compound and complex sentences?
- _____ Has the author used parentheses to set off page numbers?
- _____ Has the author used apostrophes to show possession? (Ex. In William Shakespeare's story...)

FOR CAPITALIZATION

- _____ Does the author start all sentences with capital letters?
- _____ Does the author capitalize all proper nouns?

FOR SPELLING

- _____ Are all words spelled correctly?
- _____ Has the author checked for commonly misused words that the spell-checker may have missed?

GRAMMAR

- _____ Has the author used the correct verb tense throughout? (present tense)
- _____ Do the subjects and verbs agree in number? (Ex. *Marigolds are*, not *Marigolds is*)
- _____ Are the correct words used? (Ex. It's, its, their, there, they're)

MLA FORMATTING

- _____ Does the paper have the correct header in the top left corner?
- _____ Is the author's name with page numbers in the header on the right?
- _____ Is the title centered on the first line after the header?
- _____ Are the paragraphs indented by using TAB?
- _____ Are the paragraphs double-spaced?
- _____ Are the margins 1" all the way around?

Step Five Publishing

1. Share your writing with friends, classmates, and family.
2. Consider submitting your writing to a newspaper or other publication.
3. Also consider including the writing in your portfolio.

Steps:

1. Open Microsoft Word
2. Go to file ---> Page Setup
3. Set the TOP, BOTTOM, LEFT, and RIGHT margins all to 1" (Microsoft Word defaults at 1.25 inches, so you must change the settings every time)
4. Go to Format ---> Paragraph
5. Set the LINE SPACING to double
6. Type in your header:
Your Name
Teacher's Name (Miss Detrick)
Course Title (Foundations of Literature and Composition)
Paper Due Date (Apr. 13, 2010)
7. Type the title of your paper under the heading ---> The title of a paper can really add oomph to it... so you don't want it to be boring! This is something to think about! Do not bold, put in another font or make the title bigger. It should be the same as the rest of the paper.
8. Highlight the title and center it by hitting the center button in the top toolbar.
9. Go to view ---> Header and Footer
10. Type your last name and hit space bar and then the "insert page number" icon- paper with # on it. This will then automatically number the rest of your pages.
11. Highlight your name and the page number and align it to the right hand side of the page by pushing the button that is next to the center button in the top toolbar.
12. Hit close on the Header and Footer screen.
13. Click on the end of the title of your paper again and then hit enter.
14. Align your writing to the left again by hitting the left align button to the left of the center button in the top toolbar.
15. Hit TAB to indent new paragraphs. Never use the space bar to create your indentations.
16. Type your introductory paragraph. (See below for more specifics).
17. Assure that the font is Times New Roman, Size 12
18. **Save** your work on the student drive in your file and *save your work again* on a USB drive. Saving on a USB drive allows you to work on your paper at home! If you do not have a USB drive, please e-mail the file to yourself by composing a message (addressed to yourself) and attaching the word file.
19. **Print your work! Be sure to bring your printed copy to class**